



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

500 S McQueen Rd, Gilbert, AZ 85233

Gilbert Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Highly Performing
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Dominic Marchiando  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : [www.gilbert.k12.az.us/info/schools/mhs.html](http://www.gilbert.k12.az.us/info/schools/mhs.html)  
 Phone Number : (480) 632-4750  
 Fax Number : (480) 632-4777  
 E-mail : [dominic\\_marchiando@gilbert.k12.az.us](mailto:dominic_marchiando@gilbert.k12.az.us)

### Mission

The Mesquite High School community provides a safe, integrated learning environment for all students. Critical-thinking skills and lifelong-learning opportunities are presented using the schools advanced technological resources.

### School / Academic Goals

- ü Student will complete core curriculum and pass the district exams with a competency of 80% or above.
- ü Student will assume appropriate responsibility for their school work, attendance and behavior.

### Enrollment

October 1, 2005 School Year Student Enrollment : 3140  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 450

## Instructional Programs

- ü Honors Classes
- ü On-site Special Education
- ü Block Classes
- ü Advanced Placement
- ü Culinary Arts

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Mesquite High School adheres to high academic standards for all students. A yearly school calendar, course description book and student handbook are available for all parents. Board of Education disciplinary policies are mailed to each household.

### Parents

Parents are responsible to see that students report to school on time and are ready to learn. Parents are responsible for the health and well-being of their children and for reporting any health issues to the school.

## Transportation Policy

Students may ride a bus if they live 1.5 miles or more from Mesquite High School. Twenty-three regular buses and five special needs buses are provided. Boundaries cover approximately 23 square miles.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Merit Winners (7)	2005
ü National Merit Semifinalists (8)	2005
ü National Merit Letter of Commendation (3)	2005
ü Two students with SAT scores of 1600	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	743	2732	71130	93	93	95	725	727	701	5	6	23	8	7	13	62	59	51	26	28	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	412	1418	35465	95	95	96	726	728	702	5	5	21	6	6	13	63	61	53	26	28	13
Male	331	1314	35648	90	90	94	724	727	701	5	6	24	10	7	12	60	58	50	25	29	14
African American	50	137	3868	93	93	95	705	701	686	6	16	33	28	20	17	54	53	45	12	12	6
Hispanic	104	363	25103	85	88	95	710	708	685	9	11	34	10	13	16	65	61	45	16	15	5
Asian/Pacific Islander	46	112	1805	94	96	98	737	741	731	7	4	9	2	4	7	48	48	50	43	45	34
American Indian/Alaskan Native	NC	21	4241	NC	78	90	NC	722	679	NC	10	39	NC	10	19	NC	48	39	NC	33	3
White	537	2099	36075	94	93	95	729	732	715	4	4	12	6	5	9	63	60	58	27	31	21
Students with Disabilities	28	88	5862	39	32	71	708	689	658	29	33	63	11	19	15	39	34	20	21	14	2
Students without Disabilities	715	2644	65268	98	99	98	726	728	705	4	5	19	7	6	12	63	60	54	26	29	15
Limited English Proficient Students	12	29	4859	86	94	93	690	688	662	42	38	64	NA	10	15	50	41	20	8	10	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	90	349	22957	87	87	93	706	712	685	8	10	34	23	13	17	54	62	44	14	15	5
Non-Economically Disadvantaged	653	2383	48173	94	93	96	728	730	709	4	5	17	5	6	11	63	59	55	27	30	18

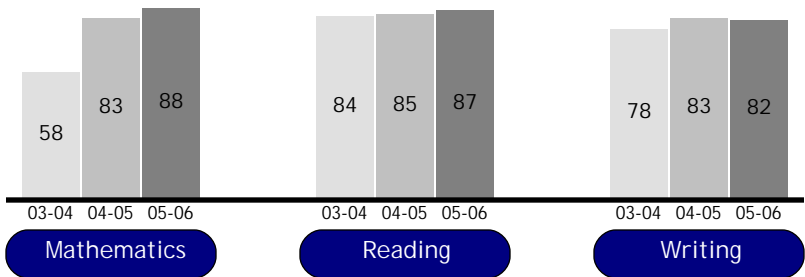
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	790	2921	73018	98	99	97	722	722	703	2	2	6	11	11	23	76	75	64	11	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	424	1482	36181	98	99	97	727	726	708	1	1	4	8	10	21	78	75	65	13	14	9
Male	366	1439	36816	99	99	96	716	717	699	3	3	7	13	12	24	75	76	62	9	9	7
African American	52	148	3976	96	98	96	706	698	689	NA	4	8	17	25	29	79	66	59	4	5	3
Hispanic	118	405	25801	94	98	96	704	702	683	6	5	10	18	21	34	71	68	53	5	6	3
Asian/Pacific Islander	48	116	1812	98	100	96	725	726	722	NA	1	3	10	12	15	77	72	66	13	15	16
American Indian/Alaskan Native	NC	27	4389	NC	93	93	NC	697	675	NC	7	9	NC	26	42	NC	59	47	NC	7	1
White	564	2225	37024	99	99	97	727	727	721	1	1	2	8	8	12	77	78	73	13	13	13
Students with Disabilities	66	261	7170	92	96	85	673	669	654	15	13	23	42	44	47	39	43	29	3	1	1
Students without Disabilities	724	2660	65848	99	99	98	726	727	708	1	1	4	8	8	20	80	79	67	12	13	9
Limited English Proficient Students	13	30	5099	93	97	95	657	656	641	23	20	29	38	47	59	38	33	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	101	393	23912	96	98	94	702	704	681	5	4	10	17	17	36	72	74	52	6	6	2
Non-Economically Disadvantaged	689	2528	49106	99	99	98	725	725	714	1	2	4	10	10	16	77	76	69	12	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	796	2931	72810	99	99	96	700	701	685	3	2	6	15	16	30	76	74	58	6	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	427	1488	36111	99	99	97	712	711	695	1	1	4	7	9	23	82	79	65	10	10	8
Male	369	1443	36678	100	99	95	686	692	674	5	3	9	24	23	36	69	69	52	2	5	3
African American	54	150	3962	100	99	96	686	684	675	4	4	8	20	27	33	76	68	55	NA	1	3
Hispanic	118	409	25735	94	99	96	692	690	669	3	3	10	19	24	41	74	69	48	3	4	2
Asian/Pacific Islander	49	117	1809	100	100	97	708	707	704	NA	NA	4	20	17	19	71	74	65	8	9	13
American Indian/Alaskan Native	NC	28	4370	NC	97	92	NC	684	670	NC	18	9	NC	11	39	NC	64	50	NC	7	2
White	567	2227	36915	100	99	97	703	705	697	3	2	3	13	13	21	77	76	67	7	9	8
Students with Disabilities	71	259	7071	99	95	84	646	649	634	24	17	24	39	48	53	34	33	21	3	1	1
Students without Disabilities	725	2672	65739	99	100	98	705	706	689	1	1	4	13	13	27	80	78	62	7	8	6
Limited English Proficient Students	13	30	5046	93	97	94	647	655	621	8	3	31	69	70	56	23	27	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	103	394	23814	98	98	94	681	688	667	9	5	10	20	23	41	68	67	47	3	5	2
Non-Economically Disadvantaged	693	2537	48996	99	100	97	703	704	693	2	2	4	14	15	24	77	76	64	7	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	48	NA	42	99	61	61	51	97	65	67	52
	Language	97	50	52	42	99	59	59	50	97	65	65	50
	Mathematics	97	74	75	63	99	60	62	50	97	65	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Mesquite High School

## School Site Council

### Council Composition

6 School Administrator(s)  
 0 Non-certified Employee(s)  
 3 Teacher(s)  
 15 Parent(s)  
 0 Community Member(s)  
 2 Student(s)

### Council Duties

Ü Curriculum Development  
 Ü Extracurricular Activities  
 Ü Parent/Educator Relations  
 Ü School Safety Issues  
 Ü Enrollment Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	177.00
Other Professional Staff	12.00	Teacher Aide	14.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	10	1	0
4 to 6 years	14	22	1	0
7 to 9 years	6	27	0	0
10 or more years	8	69	1	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	489
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Technology Centers (2)  
 Ü Family and Consumer Science Food Lab  
 Ü Modern Language Lab

### Extracurricular Activities

Ü National Honor Society  
 Ü FFA  
 Ü FBLA  
 Ü Speech and Debate Team  
 Ü DECA  
 Ü FCCLA  
 Ü Link Crew  
 Ü Best Buddies

### Social Services

Ü Lunch Program  
 Ü Breakfast Program  
 Ü Counseling Services  
 Ü Crisis Intervention

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Twenty-two percent of the graduating class of 2005 received scholarship money totaling \$5,038,000.00.
- ü All four Gilbert high schools lead the East Valley in achieving the top scores on the reading, math and language subtests of the Stanford 9 Achievement Test and AIMS (Arizona's Instrument to Measure Standards).
- ü Mesquite High School has the highest graduation rate among all East Valley High Schools at 99.6%. (2004)

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	69	89	88	73
Graduation Rate <sup>6</sup>	99	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students share, with the administration and faculty, a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of his/her fellow students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

57

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Dominic J. Marchiando	(480) 632-4750
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Shane McCord	(480) 892-9089
School Nutrition Programs	Debbie McCarron	(480) 497-3482
Parent Organization	Dominic J. Marchiando	(480) 632-4750
Student Health/Nurse	Diana Wilson	(480) 632-4750

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.